

ABSTRACT

Gamification is a method of applying game components to a non-game context. Madrasah Al-Ihsan is one of the educational institutions that implements Arabic language learning using conventional methods with limited learning hours, namely 1.5 hours a week. Based on the results of the semester grades for each class at Madrasah Al-Ihsan in 2022, the results are quite good. The giver said that these grades also include the grades of students who have carried out remedial work to meet the minimum mastery criteria (MMC). Therefore, it is still necessary to increase understanding and motivation to learn so that student grades can improve. One way to increase understanding and motivation to learn is by adding additional learning media that students can use at home. This research designs an interactive application (two-way interaction) to improve student learning outcomes in Arabic language subjects by applying gamification. This application is implemented on the Android platform, which is the operating system most widely used by students. The research was carried out using the G.A.M.E approach: Gathering, Analysis, Modeling, Execution as an application development method. The testing phase of this application uses quasi-experimental pre-test and post-test methods and summative tests. The comparative learning media for this application is video. The result of this research is a gamification design that has been produced as an interactive learning medium to help increase the learning motivation of DTA Al-Ihsan students using the G.A.M.E method. In addition, based on the results of Rasch model measurements on the Ministep application, it was found that the group of students who learned using the application had superior learning motivation compared to the video group. This is reinforced by the average summative test results, which were 73.25 and 65.6.

Keywords: gamification, Arabic language, G.A.M.E, quasi-experimental